DOCUMENT RESUME

ED 170 105 RC 011 335

AUTHOR	Reed, Michael; Recio, Manuel
TITLE	Recruiter's Manual.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	May 79
NOTE	36p.; Used by Pennsylvania Migrant Education Recruiters
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Educational Finance; *Eligibility; *Enrollment; Federal Legislation; Government School Relationship; Home Visits; Migrant Children; *Migrant Education; *Occupational Information; *Student Recruitment
IDENTIFIERS	Elementary Secondary Education Act Title I; *Migrant Student Record Transfer System; *Pennsylvania

ABSTRACT

The manual assists both experienced and inexperienced personnel in defining and completing the entire range of tasks associated with the position of Pennsylvania Migrant Education Recruiter. The recruiter's primary responsibilities are to identify migrant children in the area and enroll those children eligible under Title I ESEA (Elementary and Secondary Education Act) into the program and the Migrant Student Record Transfer System (MSRTS). These duties are important because migrant children are often 2 to 3 years behind their peers and because state funding levels are in part determined by enrollment figures. In addition to identification and enrollment, the recruiter must complete yearly re-enrollment forms for provisional students, attend training sessions, serve as home-school liaison when requested, make monthly written and personal reports to the site director, and complete other assigned duties. The manual gives guidelines and examples to aid in determining program eligibility, completing all enrollment forms, conducting and reporting home visits, and working in the schools; a map of program sites in Pennsylvania; organizational charts for recruiters; a roster of Pennsylvania recruiters; and information regarding two reports from the MSRIS center in Little Rock, Arkansas. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170105

RECRUITER'S MANUAL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Funded by Public Law 93-380

Title I, E.S.E.A.

Through the Pennsylvania Department of Education

Robert G. Scanlon, Secretary
Department of Education

Frank S. Manchester, Commissioner
Office of Basic Education

William M. Dallam, Chief
Division of Compensatory Programs

Joseph E. Dunn, Coordinator
Migrant Education

Contact Persons:

Michael Reed Manuel Recio
Recruitment Coordinators
(717) 872-5411 ext. 738

May 1979

Re 01 1335

TABLE OF CONTENTS

Purpose vii

Introduction ix

Map of Pennsylvania 1

Agricultural Products at Program Sites 2

State Organizational Chart For Recruitment 3

Organization Flow Chart For Recruiters 4

Recruiters--Obligations, Responsibilities and Services 5

Funding 7

Eligibility 8

Pennsylvania Eligibility Form 10

Completing the Eligibility Form 11

Sample Cases For Eligibility 13

Answers to Sample Cases 14

Reenrollment Form For Provisional Students 16

Calling In Enrollments 17

Working In the Homes 18

Recording Family Visits on Index Cards 20

Working With the Schools 21

Appendix

Reports From Little Rock

PEVR Report 27

ISEMS Report 28

List of Pennsylvania Recruiters 30

page is blank

PURPOSE

The purpose of this manual is to assist Pennsylvania Migrant Education recruiters in completing the entire range of tasks which they may be called upon to perform in their job position.

Identifying migrant children and enrolling them into the Migrant Student Record Transfer System are acknowledged as two primary functions of the recruiter. The recruiter will be shown the process of identification and enrollment of children in the Pennsylvania Migrant Education Program. The guidelines and examples cited within will provide the recruiter with the knowledge that will allow him/her to recognize who can be served by the program.

The recruiter can expect this manual to provide an overview of the total job situation. Within the manual you will find tips on how to deal with families and the community. Also you will find sections on working with the home and schools, presenting the program, parents' rights, etc.

The Recruiter's Manual has been written by people who have had experience in recruitment. It is designed to meet the needs of both experienced and inexperienced personnel.

This manual can never be considered a finished product. It is a product which will be undergoing constant change because we have a commitment to keep stride with the changing needs of both the migrant education program and the migrant population we serve.

Pennsylvania Migrant Education Recruiters

page vi blank

INTRODUCTION

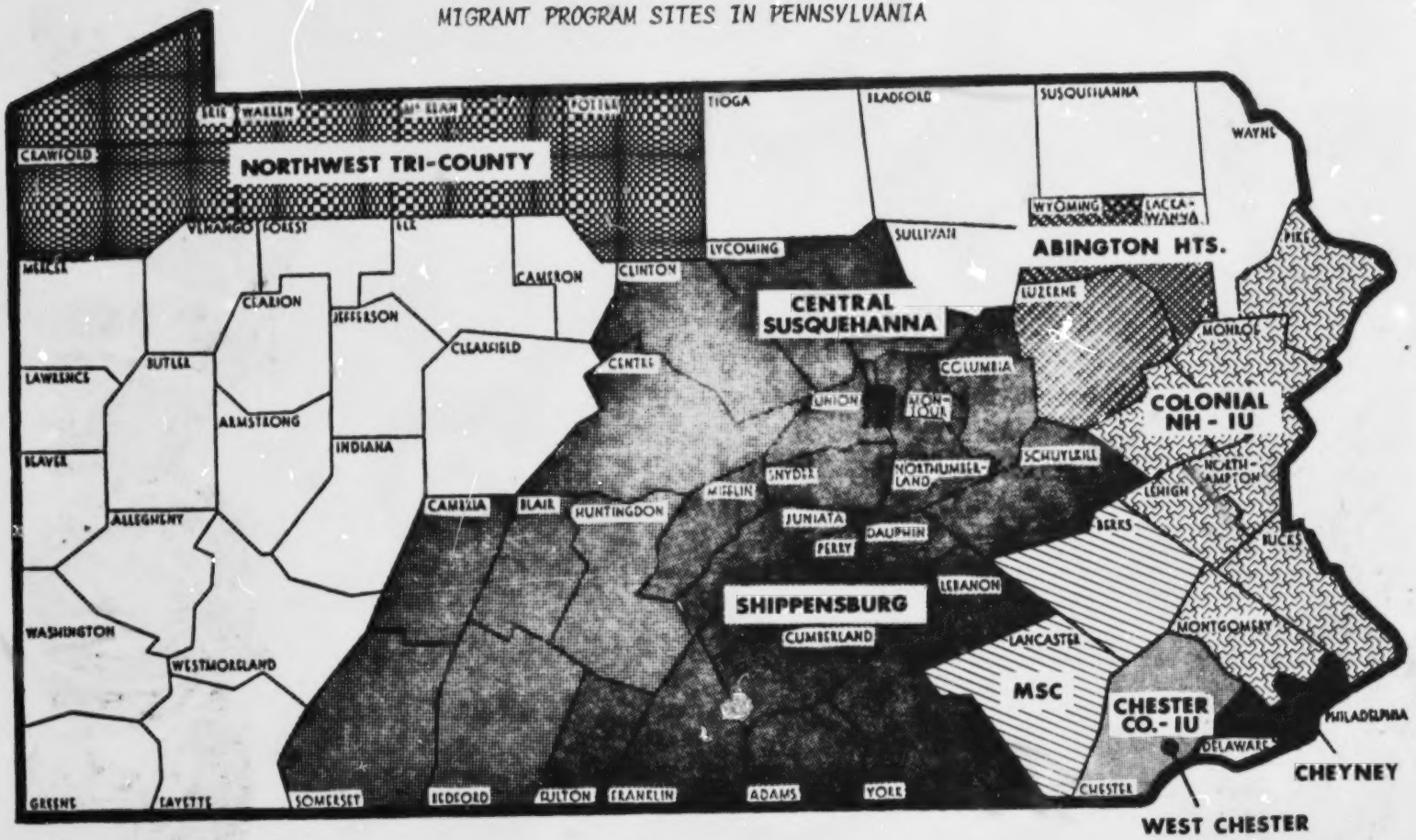
In Pennsylvania the identification and recruitment of migrant children is both challenging and complex due to the wide range of geographical locations in which children must be identified. The identification problems may be further compounded by the fact that some of our migrant families may only remain in our state a few days.

Recruiters working in predominantly rural areas encounter a different set of problems from urban recruiters. More pressure is placed on the rural recruiter to reach the migrant family close to the date of their arrival. With time being a critical factor, all enrollments must be phoned into the terminal. Obviously the rural recruiters must adjust their work schedule with the parents and children to such factors as duration of stay, parents' working hours, housing conditions, etc.

The process of recruiting in urban areas requires the recruiters to familiarize themselves with the community and its agencies. Uncovering the total migrant population in any urban community means many hours of working with school personnel, investigating leads for possible migrant areas, and personal contact with potential migrant families.

Regardless of the obstacles faced in identifying children, the recruiters have come to realize the value of their work. It is obvious that educational services cannot be offered until a child is identified, and since many migrant children show educational achievement two or three years behind their peers, the extra educational services are direly needed. Recruiters make services possible, because states receive funding based on the number of students they enroll. Financial considerations aside, there is also much to be said for the personal gratification and rewards the recruiters gain helping migrant parents and their children.

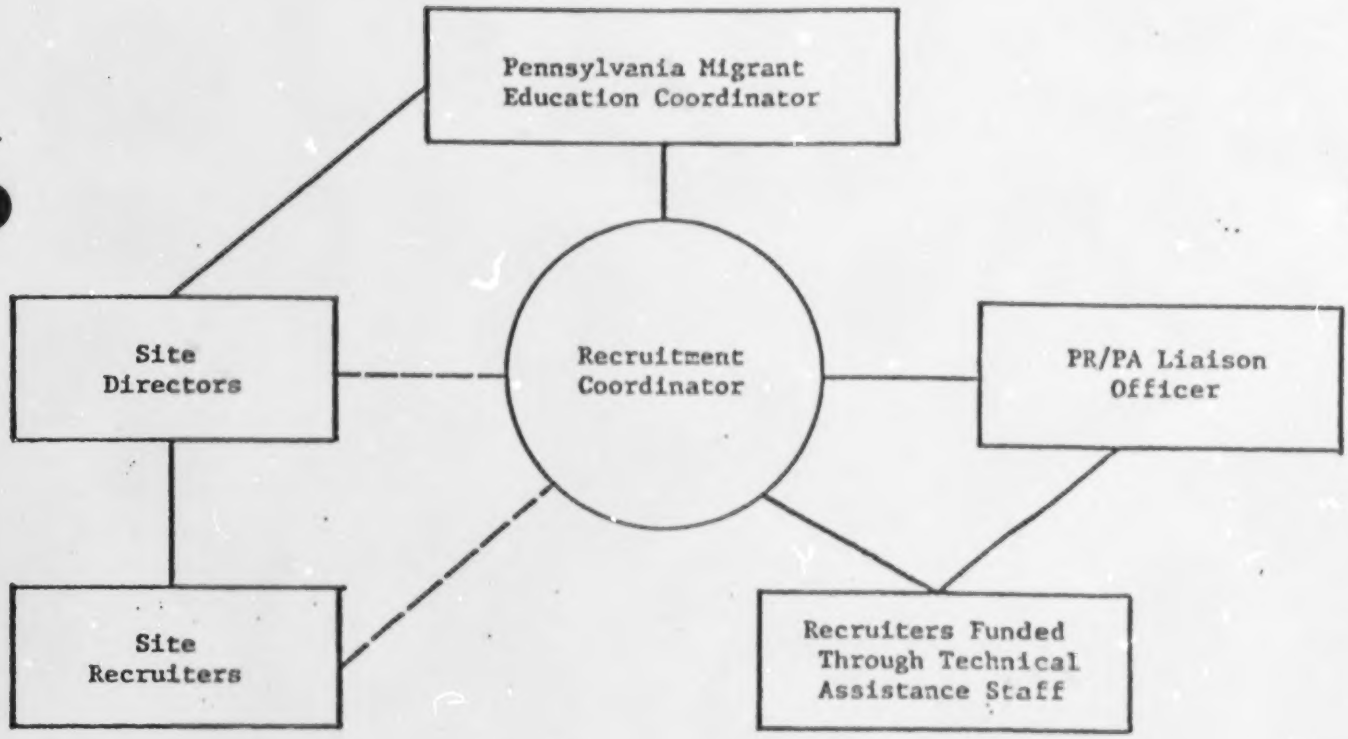
MIGRANT PROGRAM SITES IN PENNSYLVANIA



AGRICULTURAL PRODUCTS AT PROGRAM SITES

1. Abington Heights - tomatoes, pumpkins, peppers, cabbage, corn
2. Central Susquehanna Intermediate Unit - tomatoes
3. Chester County Intermediate Unit - mushrooms
4. Cheyney State College - cucumbers, food-processing, mushrooms, peppers, tomatoes
5. Colonial Northampton Intermediate Unit - apples, food-processing, peaches, tomatoes
6. Millersville State College - food-processing (chicken), mushrooms
7. Northwest Tri-County Intermediate Unit - grapes, potatoes
8. Shippensburg - apples, peaches, cherries, plums, pears, nectarines, apricots, cabbage, grapes, pumpkins, tomatoes, potatoes, dairies, nurseries
9. West Chester - mushrooms

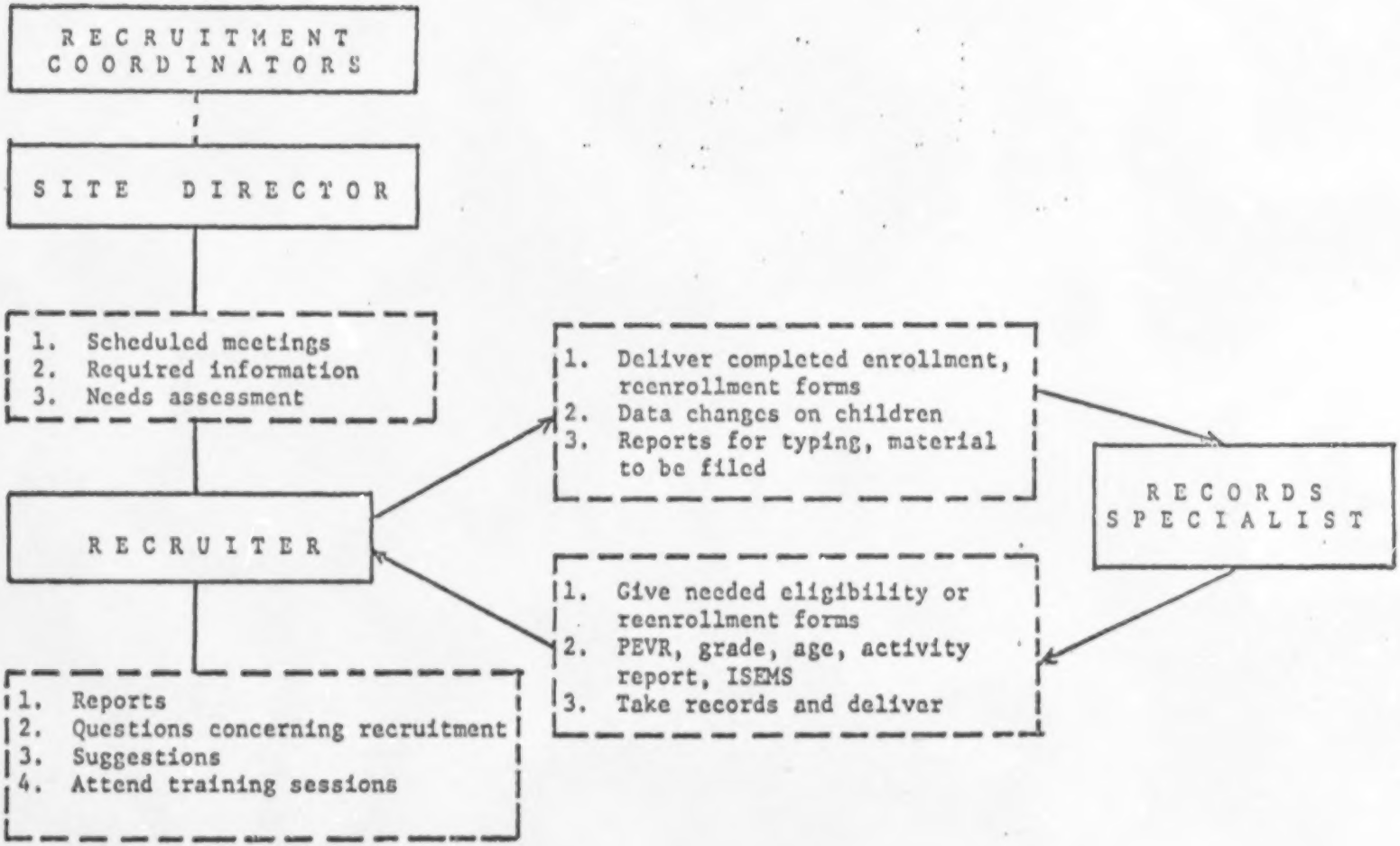
STATE ORGANIZATIONAL CHART FOR RECRUITMENT



____ Indicates direct supervision

---- Indicates cooperation

ORGANIZATION FLOW CHART FOR RECRUITERS



RECRUITERS

Obligations, Responsibilities, and Services

The recruiters' activities will be determined by the site directors and Recruitment Coordinator in consultation with the State Migrant Education Coordinator. Local problems or concerns should be handled by the site director, but questions concerning state policy, such as eligibility and validation, should be directed to the Recruitment Coordinator.

Each recruiter shall write a short report at the end of each month to be submitted to the site director for review and forwarding to the Recruitment Coordinator. This report will outline the recruiter's work during the past month, summarize enrollments made, and include any concerns or problems which the recruiter has or will encounter in his/her work. This report will help to put the recruiter's work performed during this time in perspective and lay the groundwork for constructive self-criticism. The reports will be used along with the evaluation received from the site directors to formulate a quarterly evaluation for each recruiter.

Some recruiters may not be located in the same office as their site director, but they still hold an obligation to visit the site director at least once a month. The monthly report should be submitted and discussed at this time. Site directors retain the option to request more frequent visitations. The purpose of these visits is to apprise the site director of the recruiter's work since the last visit and provide him/her with enough data to permit good program planning.

In areas having more than one recruiter per project, the recruiters will meet jointly with the site director for submission of the report.

In addition to the aforementioned obligations, each recruiter is charged with fulfilling the following responsibilities:

1. Identify all potential migrant children in his/her area.
2. Enroll these children on State Eligibility Forms.
3. Complete reenrollment forms for provisional students each year.
4. Attend the periodic, scheduled training sessions. A new recruiter should not expect to begin working until he/she has received adequate training.
5. Submit a brief, monthly report and any other requested reports.
6. Visit the site directors or supervisor at least once a month to keep them apprised of their activities and any new developments.

7. Make a needs assessment of the migrant community which will allow the site director to better channel his resources toward those who most direly need our services.

8. Serve as home-school liaison when requested by the Site Director.

9. Perform other duties as prescribed by the State Director, site director or supervisor.

FUNDING

Funding for the Migrant Education Program comes from the Federal Government through the United States Office of Education, Title I of the Elementary and Secondary Education Act of 1965 which is specifically designed to help educationally deprived children. It was amended in 1966 to include the children of migratory agricultural workers.

The funds are channeled through the Pennsylvania Department of Education before they are given to the local program sites. In order for a migrant program site to receive funding, an application must be submitted to the Department of Education listing the number of migrant children enrolled in the site and how the children will be served. After acceptance of the application, the Department of Education then allocates funds to the sites based on the number of children to be served and other factors such as transiency of the population, local costs, amount of transportation required, etc.

The money the state receives from the Federal Government is determined by two factors:

1. Number of students identified by the recruiters
2. Number of days the children have resided in Pennsylvania

The more each of these two items increase, the more full time equivalents (FTE) will be accumulated for our state, and Pennsylvania's funding will increase proportionately.

One FTE can be produced by having one migrant student whose residence in our state lasts for 365 days, or several students whose combined residence equals 365 days. For example, if Juan Burgos stays in Pennsylvania 125 days, and Tom Smith and Adele Colon both stay 120, their combined residence equals 365 days or one FTE. Each FTE is roughly equivalent to $550 for our state.

ELIGIBILITY

According to federal regulations, the eligibility of migrant children is determined by the reason for family moves, occupation of family members and length of residency at one location.

The recruiter, considering these factors, must classify migrant children in one of the following six categories.

1. Status 1 - Interstate - a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.

2. Status 2 - Intrastate - a child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that the parent/guardian might secure employment in agricultural activities.

3. Status 3 - Formerly Migratory - a child who has been an interstate or intrastate Migrant as defined above; but who, along with his parent or guardian has ceased to migrate within the last six years.

4. Status 4 - Interstate Migratory Fisherman

5. Status 5 - Intrastate Migratory Fisherman

6. Status 6 - Provisional Migratory Fisherman

One criteria of eligibility is that the parent or guardian is or has been involved in an agriculturally related activity.

1. Definition of Agricultural activity: "The classification of agricultural production covers establishments (farms, ranches, dairies, greenhouses, hatcheries, etc.) primarily engaged in the production of crops or plants, vines and trees (this includes timber cutting); and the keeping, grazing, or feeding of livestock for the sale of animal products (including serums), for animal increase, or value increase. Livestock as here used includes poultry of all kinds, rabbits, bees, and fur bearing animals in captivity, in addition to mules, asses, burros, horses, cattle, sheep, goats, and hogs. This division also includes establishments primarily engaged in the operation of dry lot or farm dairies, nurseries, greenhouses, sod farms, mushroom cellars, cranberry bogs, apiaries, poultry hatcheries,

and fur farms and the production of bulb, flower and vegetable seed crops."

2. Food processing also qualifies as an agricultural activity. Food processing includes the storage, curing, canning and freezing of agricultural (vegetables and fruits) or meat products (chicken, beef, ham). Food processing could also include such things as noodles, soups, but stops short of such products as candy, fruit pies, cakes, TV dinners, and other industries where the original agricultural products are mixed with many other ingredients or undergo excessive processing themselves.

3. Migratory fishermen also qualify under the migrant education guidelines.

PENNSYLVANIA MIGRANT EDUCATION PROGRAM

(STUDENT ELIGIBILITY AND PARENT PERMISSION FORM)

1 _____ _____ _____ Grade _____ 3

LAST NAME / APELLIDO — FIRST NAME / PRIMER NOMBRE — MIDDLE INITIAL / SEGUNDO NOMBRE (INICIAL)

2 _____ _____ 4 _____ 5 _____

STUDENT NUMBER — MNEMONIC — SEX / SEXO — SCHOOL I.D

_____ / _____ / _____ VERIFIED BY / COMPROBADO POR _____ 6

BIRTHDATE / FECHA DE NACIMIENTO

LAST DATE WORKED IN AGRICULTURE / ÚLTIMA FECHA QUE TRABAJÓ EN LA AGRICULTURA

DATE ENTERED THIS SCHOOL DISTRICT / FECHA QUE ENTRO A ESTE DISTRITO ESCOLAR 7 _____ / _____ / _____ 8 _____ / _____ / _____

MIGRANT STATUS / ESTADO MIGRATORIO 9

( ) INTERSTATE MIGRANT / MIGRATORIO ENTRE ESTADOS

( ) INTRASTATE MIGRANT / MIGRATORIO DENTRO DEL ESTADO

( ) FORMERLY MIGRATORY / ANTERIORMENTE MIGRATORIO

10 _____ _____ 11 _____

FATHER'S NAME / NOMBRE DEL PADRE — MOTHER'S NAME / NOMBRE DE LA MADRE — OR GUARDIAN(S) / O EL (LOS) REPRESENTANTE(S)

BIRTHPLACE OF STUDENT / LUGAR DE NACIMIENTO 12 _____

CITY / CIUDAD — COUNTY / CONDADO — STATE / ESTADO — COUNTRY / PAIS

CURRENT ADDRESS / DIRECCION ACTUAL 13 _____

STREET / CALLE — CITY / CIUDAD

HOME BASE ADDRESS (ESSENTIAL) / (IF IDENTICAL TO CURRENT ADDRESS PUT "SAME") / DIRECCION PERMANENTE 14 _____

CITY / CIUDAD — STATE / ESTADO

LAST SCHOOL ATTENDED / ULTIMA ESCUELA A QUE ASISTIO _____

NAME / NOMBRE — CITY / CIUDAD — STATE / ESTADO

15

( ) I grant permission for my child to receive all necessary medical treatment. If it is necessary for the proper health care of my child, I also agree to the release of medical information from those agencies where he/she has received services.
Yo doy permiso para que mi niño reciba todo el tratamiento médico necesario. Si es necesario para el tratamiento médico de mi niño, estoy de acuerdo en que se pida información médica de las agencias donde el/ella ha recibido servicios.

( ) The Migrant Student Record Transfer System has been explained and is understood by me. I know that my child's Record will be made available for me to see and obtain if I so desire. I understand that this Record will be transferred to other schools in which my child intends to enroll. I understand, further, that this Record will be seen only by persons specifically involved with the education of my child.
Se me ha informado del Sistema de Traslado de Record (Archivo) del Estudiante Migratorio, el cual comprendo en toda su extensión. Sé que el Record de mi niño se me pondrá a mi disposición, si así lo deseo. Tengo entendido que dicho Record será trasladado a otras escuelas en las cuales mi hijo piensa matricularse. Tengo entendido además, que este Record será utilizado solamente por personas especificamente relacionadas con la educación de mi hijo.

( ) My family is or was migratory because we have moved within the past six (6) years in order that (A) _____ (who is a family member) might obtain employment at (B) _____, which is an agricultural or agri-related business, in (C) _____ (year).

16 **Mi familia es o fue migratoria. Nos hemos mudado dentro de los últimos seis (6) años para que _____ (que es miembro de nuestra familia) pudiera conseguir trabajo en _____ (lugar) en el año _____. Este fue o es un trabajo relacionado con la agricultura.**

_____ / _____ / _____ _____ 17 _____

DATE / FECHA — ENROLLED BY / MATRICULADO POR — SIGNATURE OF PARENT OR GUARDIAN / FIRMA DE UN PADRE O EL REPRESENTANTE

SEND WHITE FORM TO MILLERSVILLE

COMPLETING THE ELIGIBILITY FORM

Only those items appearing on the Eligibility Form which are in need of clarification will be presented here.

The numbers listed below, refer to the sections of the sample Student Eligibility and Parent Permission Form.

2 - If you have the student number, you need fill in only sections 1, 5, 7, 9, 13, 15, 16 and 17.

3 - Grade in which currently enrolled. (If recruiting during summer, September's grade should be entered.)

4 - Sex only use letters M (male) or F (female).

5 - Every Pennsylvania school in which a migrant child is enrolled has a four letter I. D. Place appropriate I. D. coding which can be obtained from records specialist.

6 - Place in this box how the birthdate is verified:
- B - birth certificate
- D - document
- O - other
- N - none

7 - Date on which the child entered your school district.

8 - This space will only be used if a migrant family did not come to your school district to find work in agriculture. When this situation occurs, record the date on which the family last entered another school to obtain agricultural work.

9 - One status of the three must be checked.

10 - Only first name needed if last name is same as child.

11 - Guardian's full name.

12 - Most important is the city and state (or country) of birth. (List Puerto Rico as a state).

13 - Address where currently residing.

14 - Home base refers to the address where family returns after seasonal work. The item is very important if the family moves continuously. If the family intends to settle, write in "same."

15 - All permission statements should be read or explained carefully to the parents or guardian.

16-A-In the first space, place relationship of the working family member to the child (father, brother, guardian).
B-Place of work, type of work.
C-Latest year worked in agriculture.

17 - Recruiter should sign full name and put date. A parent's or guardian's signature is needed for all eligible children.

NOTE: An eligibility form must be obtained every time the family crosses a school district line with the intention of finding different agricultural employment. A simple change of residence, when it means keeping the same employer, does not warrant a new Eligibility Form.

SAMPLE CASES FOR ELIGIBILITY

1. A family of six came from Florida to Chambersburg, Pennsylvania on July 27, 1976 to work harvesting fruit. Assuming they stay in Chambersburg, on what date will the children become provisional migrants? On what date will their eligibility expire?

2. The Perez family moved to Chester on July 8, 1978 to work picking vegetables. The father quit this job on October 12, 1978 and moved the same day to Kennett Square to work in a community agency. The recruiter in Kennett Square is certain that the children qualify because they have been migrants within the past six years, but what date does the recruiter use to determine when the eligibility begins?

3. The Perez family has lived in Lebanon for eight years. The father and mother moved from Pennsylvania to New Jersey to pick vegetables last summer. Their three children remained in Lebanon, Pennsylvania with the uncle. Should the recruiter in Lebanon enroll the three children?

4. A family came from Brooklyn, New York to Lancaster, Pennsylvania to harvest potatoes. The guardians are disabled so the eldest child is doing the harvesting. Do the two younger children qualify?

5. A farmer worked his own land in Puerto Rico where he produced pineapples and oranges. Upon selling his farm he moved with his family to Pennsylvania and established a grocery store. Do his children qualify?

6. A widowed woman is working as a secretary in a fruit canning plant in Gettysburg. Do her children qualify if she came from Virginia three weeks ago to accept this employment?

7. Two families came to Reading from Puerto Rico last year. Father #1 worked in mushrooms for a year and then began working in a shoe factory. Father #2 worked in the shoe factory and now works in mushrooms. Do the children of either or both Father #1 or Father #2 qualify right now?

8. What is meant by the term day-haul worker? Day-haul workers are customarily classified as non-migrant, however there are circumstances in which the children of day-haul workers qualify. What are these special circumstances?

9. Mr. and Mrs. Brown moved from North Carolina to York, Pennsylvania two years ago to work picking apples. Last year Mr. Brown moved to Harrisburg to take employment at a paper plant. Two months after the move to Harrisburg, Mrs. Brown has her first child. Should the recruiter enroll this child in the migrant program?

10. Assume that a father has come within the past six years to your area. In which of the following areas could he work to have his children qualify?

a. electrician at the frozen foods company
b. Mars candies
c. Luden's throat lozenges
d. Mrs. Paul's fish processing company
e. canning mushrooms
f. a cook in a hospital
g. Swanson TV dinners
h. noodle factory
i. greenhouse work
j. seed factory
k. frozen beef
l. sawing trees for a company
m. soup factory
n. freezing chicken
o. cutting beef in an Acme food market
p. moving around to help different dairy farmers
q. caring for sheep produced by a large company
r. coffee processing
s. caring for chickens on an egg farm

ANSWERS TO SAMPLE CASES

1. After one year of residence in the same area all migrants become provisional, regardless of where they came from. In this case, then, the children become provisional exactly one year after they entered the school district which will be July 27, 1977. Eligibility extends six years from the date of entry, therefore this family's eligibility will expire July 27, 1982.

2. When a family has been migrant within the past six years, but does not move to another area to seek agricultural employment, then the eligibility must be calculated from the day they moved into an area to take their last job in agriculture. In case #2, the last move to find work in agriculture occured on July 8, 1978 therefore this date, not the date they quit working, will be the date used by the recruiter to determine when eligibility begins.

3. It is possible to have a family where the parents are migrant and yet the children are not. Such is the case in #3 where the parents are migrant but the children should not be enrolled in the program because they did not move with their parents within the last six years.

4. Yes, the children qualify as long as the child's work constitutes a considerable financial support for the family. If both parents worked in nonagricultural employment and a child worked parttime in agriculture, the children would not qualify.

5. No. Migrants do not work their own land; they work for other people.

6. No. To qualify the employee must actually be processing the food in some capacity.

7. Only father #1 qualifies. One of the criteria our state has established to determine the intent behind a family move is to verify what was the first job taken upon arrival in a school district. It is unlikely that father #2 moved to Reading to find agricultural work if he immediately took employment in a shoe factory.

8. Day-haulers are workers who drive or bus to the place of agricultural employment each day, but return home after each day's work. Because they return home after work each night they are not customarily considered migrants. However, if the family has moved in within the past six years and the day haul work is the first job taken by a parent, then they will qualify for the program.

9. No. The child has yet to move with parents in search of agricultural employment.

10.

a. no	h. yes	n. yes
b. no	i. yes	o. no
c. no	j. yes	p. yes
d. yes	k. yes	q. yes
e. yes	l. yes	r. yes
f. no	m. yes	s. yes
g. no		

Note: The preceding set of sample eligibility cases does not exhaust the possibilities of situations which occur in your area. If you have any questions regarding eligibility of a family, contact the Recruitment Coordinator.

REENROLLMENT FORM FOR PROVISIONAL STUDENTS

Fill in the name as it appears on the MSRTS form. You can find the student number and mnemonic on the upper right hand corner of the MSRTS form. The eligibility expiration date is determined by adding six years to the date of initial enrollment. You will find this date on the Eligibility form in the area labeled "date entered school district."

If the family has moved and you locate them, make sure to put a correct address change on the reenrollment form.

Again, make sure the parent reads the permission form, or read it to them, so that they understand what they are signing. The date, parent's and recruiter's signatures are **essential**.

The reenrollment form for provisionals must be completed once a year, preferably during May or June. It should be given to the records specialist so that she can place any data changes on the Transfer form before she mails the Transfer and reenrollment form to Millersville. A reenrollment form should accompany the Transfer Form of every provisional child when they are sent for updating at the end of school.

REENROLLMENT FORM FOR PROVISIONAL MIGRANT STUDENTS

Last Name / *Apellido* _____ First Name / *Primer Nombre* _____ SCHOOL I. D. _____

Student Number / *Número* _____ MNEMONIC _____ Eligibility expires / *Vencimiento de elegibilidad* ____ / ____ Month / Year

Address Change / *Cambio de Dirección* _____

[ ] I grant permission for my child to receive all necessary medical treatment. If it is necessary for the proper health care of my child, I also agree to the release of medical information from those agencies where he/she has received services.

Yo doy permiso para que mi niño reciba todo el tratamiento médico necesario. Si es necesario para el tratamiento médico de mi niño, estoy de acuerdo en que se pida información médica de las agencias donde el/ella ha recibido servicios.

[ ] My child has permission to participate in the Migrant Education Program, this year.

Doy permiso para que mi niño participe en el programa de Educación Migrante este año.

Date / *Fecha* _____ Recruiter / *Reclutador* _____ Parent's Signature / *Firma del Padre* _____

CALLING IN ENROLLMENTS

All enrollments for summer interstate migrants should be called into the terminal. This saves two or three valuable days in the delivery of MSRTS records to personnel in your site.

When calling your enrollments to the terminal you must adhere to the following sequences for giving your data on children. This procedure reduces phone time and makes it easier for the Terminal Operator to record your data.

Without Student Number

1. Migrant status (only if not interstate)
2. School ID
3. Last name, first name, middle initial
4. Sex
5. Birthdate
6. Parents' first names
7. Date of entry
8. Current residence
9. Home base city and state

With Student Number

1. Migrant status (only if not interstate)
2. School ID
3. Student number/mnemonic
4. Date of entry
5. Current residence
6. Home base city and state

NOTE: This method of enrollment is usually used for interstate migrants only, but intrastate or provisional migrants can be enrolled by phone if the MSRTS forms are urgently needed.

WORKING IN THE HOMES

Presenting Yourself

Greet the person answering the door pleasantly, giving your name and the reason for your visit. Always begin by stating you work for the Department of Education through your local project (ex. Cheyney State College; Shippensburg recruiters will need to mention that their program is funded by both the Pennsylvania Departments of Education and Welfare). At this point show your identification card.

During your introduction, your conversation might follow something like this:

> "I'm interested in seeing if your child/children qualify for our educational program."

It is suggested that, as a matter of courtesy, you explain the essential aspects of the migrant program before proceeding with question of eligibility.

Presentation of the Migrant Program

Your explanation of the Migrant Program to the parents should cover the following points.

1. For some of the children, we have summer programs. These programs include academic and recreational activities.

2. Based on the individual needs, the Migrant Program offers them additional assistance during the school year, especially in language, mathematics, and reading.

3. The health needs of migrant children will be met through medical screening and services set up by each program site.

4. Transportation to and from migrant programs is free.

Our program endeavors, at all costs, to conserve the native language and culture of the child. Some migrant children are taught English as a second language.

Much of our work with the older students consists of orienting them about various career opportunities allowing him/her to make and select an occupation which will be fulfilling and rewarding.

Now you are ready to ask the two key questions for determining eligibility.

"How long have you lived in this area?"

Is there any member of your family who works or has worked in agriculture or agri-related business?" (You should offer examples: chicken processing and mushrooms).

If the family has resided there less than six years, and a supporting family member works or has worked in agriculture, you should proceed to explain the program further and enroll the children on the Eligibility Forms. Your explanation of the program should include the Migrant Student Record Transfer System. Below are some aspects you need to cover in your explanation of MSRTS.

The Migrant Student Record Transfer System (Sistema de Traslado del Estudiante Migrante) serves as an extra benefit for the children enrolled under our program. Each migrant child has information recorded on two records--the Transfer (Academic) Form and the Medical Form. With this System, medical and academic information on your children can be easily transferred from one state to another.

As a parent, you should be aware that these records are confidential and can only be seen by personnel working with your children. These records will always be available for you to review upon request.

RECORDING FAMILY VISITS ON INDEX CARDS

The recruiter should record on index cards, families they have visited. This process saves you time and helps you find certain information when you need it quickly.

If the family is not eligible, record the visit and state the reason they are not eligible. This index card should be placed in an ineligible file for reference.

If the family is eligible, and the children are enrolled in the Migrant Program, list all family members names, addresses, expiration date, and any other information you feel is needed on the card. The cards must be maintained but each site has the option to designate who maintains the files and what their content should be.

Ineligible File

Parent's last name, first name Date Address Children's names - Student numbers Reason why ineligible

Eligible File

Parent's last name, first name Date Children's names - Student numbers Optional Age Grade Phone Number School ID

On Back: How to get there, any other notes

WORKING WITH THE SCHOOLS

For the recruiter's benefit, the following section outlines the general procedure in which contact is made between the schools and the migrant program. Some variations will exist on the local level but the recruiter must bear in mind that no contact should be made with school officials until the proper introduction has been made by the site director.

As a means of introducing the migrant education program into a new area, the site director will send a formal letter of introduction to the respective school district superintendent(s). This letter will be followed by a personal visit in which the site director will meet with the superintendent(s) and perhaps school principals and other concerned school personnel. At this meeting or perhaps a later time the recruiter will be introduced to the principals in all the schools he/she will be working with.

Here are some points to remember when making visits to the schools:

1. Always dress appropriately. Dressing in unappropriate attire may leave a bad impression on school officials, thus affecting your working relationship with the schools.
2. Make appointments ahead of time, especially during school hours.
3. Be sure you sign in at the school.
4. Carry your ID card with you.
5. After the initial contact, give each school a list of the migrant children that are attending there.
6. Work closely with the school secretary, because she is the key person for keeping you informed of withdrawals and new arrivals who may be migrant.
7. Make sure you leave a flyer with the number at which school personnel can contact you.
8. To facilitate your work with the schools, it is recommended that you make a list of school addresses and school principals.
9. Be visible at the school. Try to get involved with school meetings, PTA and parents' in-service, etc.
10. When the school requests information or a service you should respond on a timely basis.
11. Use teachers' conferences to talk to the teachers about the migrant children.

12. The school will be very receptive to your activities if you can carry many of their enrollment forms for new children with you. When a new family comes in you can help them complete the forms at home, which expedites the enrollment process.

13. Phone and mail contacts should be used only if the school personnel know you personally.

School contacts are essential because they let students, teachers, nurses and other school personnel know you are concerned with the education and health of each migrant child. Remember that your contact with the homes gives you a unique vantage point for understanding the needs of each child. Do not hesitate to impart this knowledge to the school personnel.

Parental involvement in education has been nationally recognized as a key factor in the scholastic success children experience. The parents of migrant children, because of their cultural and language differences, have often felt unwelcome at the schools. The recruiters are expected to play a major role in initiating a lasting interaction between migrant parents and schools. A primary procedure for beginning an interaction process is to personally take the parents to the school and introduce them to the teachers. Below are listed other means of involving the parents.

1. Parents meetings and workshops.

2. Parent councils and advisory committees.

3. Field trips
   a. parent/child
   b. parent/guide

4. Working in the classroom as teacher's aide.

5. Social gatherings
   a. parties
   b. dinners
   c. clubs

6. Find out the parents' interests and apply them to the school situation.

Parent's Rights In The Schools

Every parent has the right to:

1. Be treated with courtesy by all members of the school staff.

2. Be respected as an individual regardless of race, creed, national origin, economic status, sex, or age.

3. Be informed of academic requirements of any school program.

4. Participate in meaningful parent/teacher conferences to discuss his or her child's school progress and welfare when the need arises.

5. Be informed of school policies and administrative decisions.

6. Be informed of approved procedures for seeking changes in school policies and for appealing administrative decisions.

7. Inspect his or her child's cumulative record and remove or correct any false or misleading statements in conformity with current guidelines established by the State and Federal Government.

8. Be informed of all programs in special education.

9. Appeal the placement in accordance with established guidelines of his or her child in a special education class.

10. Secure as much help as is available from the school district to further the progress and improvement of his or her child.

11. Expect that every attempt will be made by school personnel to insure the receipt of information to parents in school news and messages.

12. Be informed of the role of the school family in the selection procedures of administrators as approved by the school district.

13. Reasonable protection for his or her child from physical harm while under school authority.

14. Organize and participate in organizations for parents only.

15. Be informed of educational and cultural programs available to the public school children in your area.

Taken from
A. Jacqueline Sheppard
"Parent's Rights and
Responsibilities"

APPENDIX

REPORTS FROM LITTLE ROCK, ARKANSAS

The P.E.V.R. Report (Periodic Enrollment Validation Report)

The P.E.V.R. Report gives a complete listing, by school, of all children enrolled in your area during the stated time period. As the name implies, the report should serve as a means for validating children enrolled by your project. The absence, from this report, of a child you enrolled in your area would probably mean the child was never placed into the computer. Steps should be taken immediately to verify the reason for the child's nonappearance on the report.

Remember that the report reflects only information entered during the indicated time period. For example, if you sent an enrollment to the Terminal Operator for a child, Juan Marcos, on 11/28/78, his name will probably not appear on the P.E.V.R. Report for the time period 9/1/78 to 11/30/78. The reason for this is that the Terminal Operator would not be able to enter an enrollment for this child before the final day of this particular report, i.e., 11/30/78. In this case, the child should most definitely appear on the next report.

The P.E.V.R. Report appears four times yearly. The time periods included in each report are as follows:

Report 1	September 1 through November 30
Report 2	September 1 through February 29
Report 3	September 1 through May 31
Report 4	September 1 through August 31

Names appearing on Report 1 will naturally appear on all subsequent reports along with any new children. Every September, the slate is wiped clean from the last year and a new list of children enrolled in your program begins to accumulate.

Below are listed some possible uses for the P.E.V.R. Report:

1. Ensure all enrollments sent have been entered on the computer.

2. Ensure all withdrawals have been sent and entered by the Terminal Operator.

3. Retrieve critical data for any child quickly. The report can give you last names, first names, middle initials, sex, student number, mnemonic, migrant status, last date enrolled and date withdrawn.

4. Check the I.D. for a school in your area. It always appears next to the school name in the upper left-hand corner of the form.

pages 24, 25, 26 blank.

5. Use as an enrollment facilitator for Recruiters working with itinerant migrants. Recruiters can save time and energy if they can locate a returning child's number on the P.E.V.R. Report. Placing the number on the enrollment form drastically reduces the amount of information the Recruiter needs to gather.

These forms can be expected approximately one month after the printing date.

The I.S.E.M.S. Report (Inter/Intra-state Student Enrollment Monitoring System)

Section I

Section I of the I.S.E.M.S. Report alerts Recruiters to the possibility of a migrant child who reportedly has a town in Pennsylvania as a home base, but has never been enrolled by our state. The family whose name appears on the report gave a Pennsylvania town as their home base city, when they were questioned by a Recruiter in some other state. Obviously, numerous reasons can be cited why the reported Pennsylvania home base city may not be accurate. However, experience has shown that a search in your area for these children can sometimes be fruitful.

Customarily, Section I of the I.S.E.M.S. Report is directed to the Recruiter, with the expectation of an ensuing investigation. At some time, the Recruiter should report his findings to his/her Site Director and the Recruitment Coordinator.

A typical entry on Section I would appear as follows: Each data item has been numbered and explained below.

1) Last Name	2) First Name	3) 4) 1	B-date	5) S/N MNE	6)HB City 7)Most Recent Reported School	8)LPFN (1) 9)School City	10)LPFN (2) 11)School State
Easton	Rosada	A	7/6/78	01234567, RVT	Bangor Orleans Parish	Stan Trenton	Mirna N. J.

1. Last name of child.

2. First name of child.

3. Middle initial of child.

4. Birthdate of child.

5. Child's student number and mnemonic.

6. City in Pennsylvania listed as child's home base. In this example, Bangor, Pennsylvania is the home base city.

7. Name of school where child was enrolled in another state--in this case Orleans Parish School.

8. LPFN (1)--Legal Parents' first name, first name of child's father, in this case, Stan.

9. School City--city in which last school was located (Trenton).

10. LPFN (2)--Name of child's mother, first name (Mirna).

11. School State--state which reported a home base of Pennsylvania for child, in this case it is New Jersey.

PENNSYLVANIA MIGRANT EDUCATION RECRUITERS

NAME AND ADDRESS	AREA OF RECRUITMENT	WORK PHONE
Agron, Francis La Comunidad Hispana 600 South Broad Street Kennett Square, Pa. 19348	Chester County	215-444-1339
Banks, Ronald L. 226 East College Avenue York, Pa. 17403	York	717-843-7322
Bibiloni, Juan H. 226 East College Avenue York, Pa. 17403	York	717-843-7322 Ext. 22
DeJesus, Elizabeth 331 North 10th Street Lebanon, Pa. 17042	Lebanon	717-272-3924
Gonzales, Anna C. Millersville State College Millersville, Pa. 17551	Lancaster	717-872-5411 Ext. 738
Goodwin, Juanita La Comunidad Hispana 600 South Broad Street Kennett Square, Pa. 19348	Chester County	215-444-1339 444-4545 444-1133
Johnson, Gary F. Millersville State College Millersville, Pa. 17551	State Dairy Farms	717-872-5411 Ext. 738
Larson, Bear Central Susquehanna I. U. 82 University Avenue Lewisburg, Pa. 17837	Lewisburg	717-524-4431
Maysonet, Sonia Federal Projects Building 500 W. 9th and Barclay Chester, Pa. 19013	City of Chester	215-874-7131
Myers, Nixza Hudson Building, Room 208 2107-2109 Sixth Street Harrisburg, Pa. 17110	Harrisburg	717-232-1381

NAME AND ADDRESS	AREA OF RECRUITMENT	WORK PHONE
Ortiz, Carmelo School Administration Bldg. Route 34N Gettysburg, Pa. 17325	Adams County	717-334-9631
Recio, Manuel Stayer Research and Learning Center Millersville State College Millersville, Pa. 17551	Recruitment Coordinator	717-872-5411 Ext. 738
Reed, Michael Stayer Research and Learning Center Millersville State College Millersville, Pa. 17551	Recruitment Coordinator	717-872-5411 Ext. 738
Riley, Frances C. 13906 Dutchtown Road Route #1, Box 98 Mercersburg, Pa. 17236	Franklin County	717-369-3238 (home)
Rios, Santa Berks County I. U. 2900 St. Lawrence Avenue Reading, Pa. 19606	Berks County	215-779-7111 Ext. 273
Riveria, Delia M. Colonial Northampton I. U. 299 Industrial Park Road Box 179 Nazareth, Pa. 18064	Allentown-Bethlehem	215-691-5960
Rodriguez, Amanda 2023 North Fifth Street Philadelphia, Pa. 19122	Philadelphia	215-739-1543
Schneider, Joan Northwest Tri-County I. U. 252 Waterford Street Edinboro, Pa. 16412	Erie	814-734-5610
Serrano, Lydia West Chester Area School Dist. 320 North Church Street West Chester, Pa. 19380	West Chester	215-436-7193

NAME AND ADDRESS	AREA OF RECRUITMENT	WORK PHONE
Sohns, James Newton Elementary R. D. 2 Clarks Summit, Pa. 18411	Abington Heights	717-586-2511
Solomon, Joe Ross Elementary Sweet Valley, Pa. 18656	Abington Heights	717-477-5050
Waltz, Marcella 220 Wayne Avenue Waynesboro, Pa. 17268	Franklin County	717-762-3238 (home)